

# Unit Planning Guide: Grade 3 Unit 3 of 6

Unit Title: Understanding Realistic Fiction, understanding ourselves	Pacing (Duration of Unit): 8 weeks (Weeks 13-20)
Grade:	Buffer Day(s):

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

**W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

**W.3.3a Establish a situation and introduce a narrator and/or characters; organize and event sequence that unfolds naturally.**

*W.3.3b Use dialogue and descriptions of actions thoughts, and feelings to develop experiences and events or show the response of characters to situations.*

**W.3.3c Use temporal words and phrases to signal event order.**

*W.3.3d Provide a sense of closure*

*SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.*

*L.3.1a Explain the function of pronouns in general and their functions in particular sentences*

### WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

L.3.1f	Ensure subject-verb and pronoun –antecedent agreement.
L.3.2c	Use commas and quotation marks in dialogue.
RL.3.3	Describe characters in a story (traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
<b>RL.3.MA.8a</b>	<b>Identify elements of fiction (e.g. characters, setting, plot, problem, solution) and elements of poetry (e.g. rhyme, rhythm, figurative language, alliteration, onomatopoeia)</b>
RI.3.2	<i>Determine the main idea of a text; recount the key details and explain how they support the main idea.</i>
RF.3.3a	<i>Identify and know the meaning of the most common prefixes, &amp; derivational suffixes</i>
RF.3.3b	<i>Decode words with common Latin suffixes.</i>
RF.3.3d	<i>Read grade-appropriate irregularly spelled words.</i>

<p><b>Meaning (*Mostly assessed through Performance Tasks/Assessments)</b></p>
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<p><b>Big Ideas:</b> (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> <li>• Realistic fiction helps us understand our own lives and the lives of others.</li> <li>• Many characters’ problems and responses to those problems are universal across cultures, families, and friends.</li> <li>• All of the story elements (setting, character, problem/goal, events, resolution) connect to tell a story.</li> <li>• We understand a character by making inferences from how the character acts, what the character says and/or thinks, and what others say about the character.</li> <li>• Readers ask questions before, during, and after reading to clarify and elaborate understanding.</li> <li>• Discussing texts with teachers and peers deepens comprehension and understanding.</li> <li>• Writing about what we read helps us to use effective technique, descriptive details, and clear event sequences in narrative writing</li> </ul>	<p><b>Essential Questions:</b> (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <p>Why do we read realistic fiction?</p> <p>How do story elements connect and help us to understand realistic fiction?</p> <p>How does understanding a character help us to understand ourselves?</p> <p>Why is it important to share our ideas about reading in discussions or in writing?</p> <p>How does reading realistic fiction help us to develop our narrative writing?</p>
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Acquisition (*Mostly assessed through traditional summative assessments)	
<p><b>Knowledge:</b> Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• The function of pronouns in general and their functions in particular sentences.</li> <li>• Subject-verb and pronoun –antecedent agreement.</li> <li>• How to use of commas and quotation marks in dialogue</li> </ul> <p><b>Key Academic Vocabulary</b></p> <p>Elements fiction characters setting plot problem solution poetry,</p>	<p><b>Skills:</b> The discrete skills and process students should be able to use independently (<u>Bloom’s Level of Learning should be noted in parentheses.</u>)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> <li>• Writing narratives with real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Creating)</li> <li>• Establishing a situation and introducing a narrator and/or characters (Creating)</li> <li>• Using dialogue and descriptions of actions thoughts, and feelings to develop experiences and events or show the response of characters to situations. (Applying)</li> <li>• Organizing an event sequence that unfolds naturally. (Understanding and Creating)</li> <li>• Using temporal words and phrases to signal event order. (Applying)</li> <li>• Identifying elements of fiction (e.g. characters, setting, plot, problem, solution) (Understanding)</li> <li>• Identifying elements of poetry (e.g. rhyme, rhythm, figurative language, alliteration, onomatopoeia) (Understanding)</li> </ul>

rhyme, rhythm, figurative language, alliteration, onomatopoeia, prefixes, suffixes

- Asking and answering questions about information from a speaker, offering appropriate elaboration and detail. (Analyzing)
- Describing characters in a story (traits, motivations or feelings) (Evaluating and Understanding)
- Explaining how characters' actions contribute to the sequence of events. (Analyzing)
- Determining the main ideas of a text; recounting the key details and explaining how they support the main ideas. (Analyzing and Applying)
- Decoding words with common Latin suffixes. (Applying)
- Reading grade-appropriate irregularly spelled words. (Understanding and Applying)